

N.B.

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TO FOLLOW, short chapters with examples,
on the following subjects.

2. The knowledge of Man.

(e) Languages, ancient & modern.

(f) Art, pictures, drawing, musical appreciation, etc.

(g) ^{Hygiene} Physiology, gymnastics, games, handicrafts, etc.

3. Knowledge of the Universe.

(a) Mathematics

(b) Geography

(c) Nature Study, field work, Nature Note books, etc.

(d) Elements of Science, Geology, Biology, Botany

Astronomy, etc.

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I cannot conclude this subject better than by ~~now~~ including some extracts from a pamphlet by a teacher of much experience. "In the programmes of work for each term set by Miss Mason for use in the P.U.S. opportunity for the development of the training in Citizenship is given in a careful & sequent gradation throughout the forms. In the lower forms, the teaching is naturally incidental only; in the higher forms it is given both incidentally as opportunity occurs in the different lessons & expressly by the use of books dealing with morals & economics.

For example, in the lower forms @ (IA & IB).... in the reading ~~about~~ ^{the teacher uses the opportunity for giving ideas as to citizenship} aloud of such books as Mrs Frewen Lord's ^{from} ~~Tales of~~ St Paul's or, Tales from Westminster Abbey, two delightful books from which children learn to appreciate something of the real value of the great men who have worked & fought for the country & Empire. For instance in the chapter read from "Tales from Westminster Abbey" during the last term the children heard of the great soldiers, explorers, social workers, politicians & poets whose graves or monuments are to be found in one particular part of the Abbey, Havelock, John & Henry Lawrence, Outram, Franklin & Livingstone, Howard & Forster; the Cannings; Chaucer, Tennyson & Shakespeare, (I mention the names in this order according to the position of the monument or grave), & finally Handel whose works we have studied in the programme of music for the term.

+ The Teaching of Citizenship in the Parents' Union School
by Laura Farnice (Ex-student, House of Education, Ambleside &
Principal of Girls' School, 27 Craven Road, Paddington W. 2)
(P.N.S.U. Office 64)

Then, too, occasion is to be found in the poetry to be learned, the legend to be read. Who does not remember with delight Kingsley's description of the education given to Jason & his fellow heroes by that first of all Scoutmasters, Chiron the Centaur & how he played & sang for them of 'the birth of Time & of the heavens & the dancing stars: & of the ocean & of the æther & the fire & the showing of the wondrous earth? And he sang of the ~~trees~~ treasure of the hills & the hidden jewels of the mine & the veins of fire & metal: & the veins of all healing herbs & of the speech of birds & of prophesy & of hidden things to come. Then he sang of health & strength & manhood & the valiant ~~man~~ heart: & of music & hunting & wrestling & all the games which heroes love: & of travel & wars & ~~sieges~~ & a noble death in fight. & then he sang of peace & plenty & of equal justice in the land ~~and~~ land;'- & who remembering will not agree that in this passage lies much that is the basis of all true citizenship?

But here the handling must be most delicate, the allusion most sensitive, for these (the poem & the myth) speak for themselves in their beauty & in their influence upon the imagination.

In Forms II, III & IV, the subject is treated more expressly & a larger scope is offered. Not only have we history, current events, literature to deal with, but citizenship is set as a distinct lesson & worked out in a twofold scheme. Principles of conduct & government are studied ~~in~~: in the ~~first~~ first place by the use of books bearing directly on the subject such as

"The ~~Complete~~ Citizen Reader" ~~Form/XXXX~~ (Form II); "Social & Industrial Life" by St ~~Loe~~ ~~Sw~~achey (Form III); "Citizenship" by E.R. Worts (Form IV); a most helpful book & one much enjoyed by the pupils. ^{and} secondly, by hearing read the lives of the Greek & Roman patriots, soldiers & statesmen, written by Plutarch. These Plutarch's "Lives" (we use the translation of Sir Thomas North, 1579) are an essential feature of the P.U.S. Programme & it is difficult to overestimate their value. As language, as literature, as biography, as history, they present in themselves a wide field of education but their chief educational value lies in their use for training in citizenship. Think of the range given for illustration & application in such lives as those of Julius Caesar, ~~Cato~~, Solon, ~~Lycurgus~~, Democethenes, Pericles, Aristides the Just! North in his Prefaces to Elizabeth & to the Reader.....points out the value of reading these "Lives" in just this connection....In his preface to the Reader he urges 'that there is no profane study better than Plutarch for

'Whereas stories are fit for every place, reach to all persons, serve to all times, teach the living, revive the dead, so far excelling all other books as it is better to see learning in noble men's lives than to read it in ~~any~~ philosophers' writings. Now for the author...I believe I might be bold to affirm that he hath written the profitablest story of all authors...being excellent in wit learning & experience; (he) hath chosen the special acts of the best persons of the famousest nations of the world'.

Amyot, too, in his Preface to the Reader puts forward the same plea for the appreciation of the "Lives" & their benefit to the world...! To be short it may be truly said that the reading of histories is a school of wisdom, to fashion men's understandings by considering advisedly the state of the world that is past & by marking diligently by what manners & discipline, Empires Kingdoms & Dominions have in old time been established & afterward maintained & increased: or contrariwise changed diminished & overthrown.' And he quotes in illustration, the achievement of Lucius Lucullus in the ~~Mithridatic~~ Mithridatic expedition, 'thro' the study of books, yet having had no practical experience in warfare.' Amyot then goes on to answer those who would argue on behalf of experience versus head knowledge that 'Experience' Experience is the schoolmistress of fools... Should we tarry for the wit that is won by experience which costeth so dear & is so long a coming a man is oftentimes dead in the seeking of it before he hath attained it. I expect though that we shall all agree that a three-fold combination is best; book-knowledge (I place that first) - aided by experience & enlivened by common sense. But, indeed, in Forms III & IV the whole trend of the syllabus in biography & literature & geography, in history, general & particular, should cause the pupil (in whom this sense of responsibility has been carefully & gradually developed) to reflect on patriotism, on statecraft, on citizenship, its grants & its demands. This sense is still further encouraged by the setting of special

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reading: for example the following books are set for the coming term : "Ourselves" by C.M.Mason, Southey's "Life of Nelson", "Our Guardian Fleet & Fighting for Sea Power in the Days of Sail" by H.W. Household , & by the study of books dealing with social & political economy & on problems relating to the welfare of the race.....

The scheme is elaborated & the scope enlarged in the work set for Form V by books dealing with morals & economics ...& by the study of the character of great men & their work for the nation, by the reading of Essays such as Macaulay on "Warren Hastings", of books which will be helpful in the ~~training~~ training in citizenship.

This coming term such books will include Fisher's "Napoleon", Burke's "American Speeches", Nelson's "Letters & Despatches", "The Expansion of England" by Sir J. Seeley.

In setting the programmes for ^{the} P.U. S. Miss Mason carries out the theories forming the theme in her series of papers entitled "The Basis of National ^{Strength} ~~Life~~" for in them she provides that the child shall acquire knowledge & training in citizenship from the right sources, that is, from the personal contact with & study of the books which go to make up our literature....

The examinations set on the books studied during each term ~~and~~ afford an interesting insight into the motive & ideal which has governed & influenced their choice.... Let me read to you certain questions set on the books read during the autumn term.

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Form IV Citizenship. ~~Q's~~ Question 2. "Nicias had a 'paternal regard & friendship for the people'. Tell two stories to show this."

Note. 3 books set in this subject.

3 questions only set.

Form IV ~~History~~ History. (1) "Let sleeping dogs lie". How did Walpole act on his motto? Give a sketch of his career."

Question 2 "Describe the character of Cartaret & of Newcastle."
(A question affording an interesting opportunity for contrast).

Forms V & VI. General History. "Show how Greek Literature influenced Greek life."

Question 1. "Trace the steps of the conversion of England to the Whig Party & discuss the policy of this party at home & abroad."
Morals & Economics. Question 1, "Show what part ideals & faith play in the building up of a nation."

Question 2. "By what arguments does Soc^{ies} shew that it is right to fulfil the laws?"

Form I. "Tell a story about Clive or David Livingstone."

Form II. "Tell a story to shew that Nicias might justly be called 'the servant of the people'." (2) "What things are to be considered in building a pleasant house?"

And now let me offer few hints based on personal experience in the treatment of this subject.

Apart from the reading of the book set & the narration by the pupil which naturally follows, discussion affords the best means for the exchange of opinions; ideas are circulated & the feeling of co-operation is created which animates the child with a sense of dignity. The spirit of comradeship, of sharing

is thus set up & will of itself convey the impression of forming one of a community. During the last term in introducing the subject to ~~the~~ pupils ~~between~~ under eleven in Form II I devoted the first two lessons to such a method - talks or discussions on taxes & the return we get for the demand made - & most delightful & amusing talks they were ranging from personal cleanliness & cooking, through ~~it~~ taps to reservoirs & water-rate, & investing the dustman, policeman & various lesser lights with a ~~hero~~ halo of interest & appreciation; creating in us all a virtuous & aimable spirit towards ~~the~~ rates & taxes & the authorities that impose them. With the older pupils this discussion may take the form of a debate when some special point of interest or some particular issue will be the theme. In either case the teacher would endeavour to inculcate a passion for justice & to guard against sweeping condemnation. Caution should be exacted (as well as exercised) in expressing opinions. The teacher should keep a careful watch upon himself & upon his attitude towards the subject under discussion. He should try to give as many aspects & to quote as many opinions as possible pointing that all have a right to think as they choose provided they have thought carefully, deeply & for themselves."

an essay or poem on the subject
of life.

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"I am the Bread of Life: if any man
eat of this bread he shall live for
ever." This one of the most beautiful
passages in the bible, it is generally
thought ~~it~~ is intended to prepare
the way for the "Lod's Supper".
It is somewhat like the Passover.
As the Paschal Lamb ~~had saved~~ ^{saved} the
Israelites from the ~~destraying~~ ^{angels}, so would
the death of the Lamb of God give
life to the whole world. The world would
spiritually eat the flesh and drink
the blood of Christ. By the flesh of
Christ here is to be understood
His Human Nature. and by His
Blood, His Atoning Blood shed for the
sins of the world. Nearly all the
teaching that Our Lord gives us on
the "Holy Communion" is in this
chapter, probably I think because there
were many people there it being after
the feeding of the five thousand.
After the discourse many disciples
forsook Jesus. But the Twelve
stand fast and their faith is strengthened
very much.

14th 4-9-16

John T. A.

Geography

Roland Mess.

A.

3.

Why is Ireland called the Emerald Isle?
 What do you know about the bogs
 the lakes and mountains of Ireland.

Ireland is called the Emerald Isle
 because the grass is a very pretty green.

The Bog of Allen is in the middle of
 Ireland. It is because there is such a
 lot of rain in Ireland that the bogs
 come. They get a lot of sphagnum moss
 from the bog.

Lough Neagh is in Ulster in the north of
 Ireland. It is nearly square, & it got a
 lot of mud in the bottom that comes from
 all the rivers that flow into it.

The mountains of Ireland are round the
 edge & near the coast.